# Junior Paleontologist Data Sheet

1. The life-sized *Pleurocoelus* model and the *Acrocanthosaurus* skeleton are arranged to show the moments before an attack that actually took place 110 million years ago. What do you think happened next? What kind of clues would help you figure out what happened?

2. Look carefully at the ribs of *Acrocanthosaurus*. Can you find any areas where the ribs look damaged? How do you think *Acrocanthosaurus* was injured? Can you find any other injuries on this dinosaur? (Look closely on the head, shoulder blade, and toes.)

   Using the measuring tape, estimate the lengths of both *Acrocanthosaurus* and *Pleurocoelus*.
   *Acrocanthosaurus* is _____feet long.
   *Pleurocoelus* is _____feet long.

4. Find the dinosaur trackway display.
   Using the measuring tape, estimate the size of a *Pleurocoelus* track. ____ inches
   Estimate the size of the *Acrocanthosaurus* track. _____ inches
   What can you learn about dinosaurs by studying their trackways?

5. *Acrocanthosaurus* usually reminds people of *Tyrannosaurus*, but *Acrocanthosaurus* lived about 50 million years before *Tyrannosaurus*.
   List some similarities and differences between these two predators.
   <u>Similarities</u> <u>Differences</u>

6. How would you describe the teeth of *Acrocanthosaurus*?
   What do the teeth remind you of?
   Why do you think the teeth are all different sizes?
   What do you think this dinosaur ate?

7. What type of animal is an *Anhanguera*?
   Where did it live?
   What did it eat?
   What is the wingspan of an *Anhanguera*? _____feet.
   Have two students from your group stand this distance apart.
   (Use the measuring tape to check the distance.)